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Stuart L. Palmer

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PC 510: Servant as Pastoral Care-Giver

Stuart L. Palmer, Psy.D., Instructor

Fall, 2001

9:30-10:45am

Wednesday & Friday

“Besides seeing other persons for who they really are, I must see myself as I am. I need to see what I am doing and whether what I am doing helps or hinders the growth of others.”

Mayeroff

I. Course Description

This course is about pastoral ministry and specifically pastoral care ministry. This course will attempt to introduce students to three interrelated perspectives on ministry as pastoral care.

Perspective One: Pastoral self-care is foundational for success in the ministry and a care giving ministry in particular. Perspective Two: Pastoral care and counseling involves being, thinking, and relating as a pastoral person in the way spiritual and whole-person care is provided.

Perspective Three: Pastoral care ministry also involves developing and implementing a vision for lay participation in congregational care. These perspectives will be woven together throughout the course. The bulk of the course will be devoted to having students develop the ability to think like a pastoral person and become a person who communicates a pastoral presence. Students will also learn about the unique role of a pastor and the kind of personal and collective concerns that pastoral care-givers typically encounter.

II. General Goals

1. Develop and incorporate an understanding of pastoral care as a valid aspect of ministry, foundational to caring for others.
2. Identify personal issues that may potentially strengthen or harm ministry.
3. Establish healthy personal boundaries and ethical behaviors.
4. Learn how to think and act like a pastoral person.
5. Integrate learning from other fields of study through reflection upon specific acts of ministry.
6. Understanding some of the basic principles of listening, empathic responding and conversing as components of pastoral care and counseling.
7. Develop and incorporate a vision for laity involvement in congregational care.

III. Objectives of the Course

Framing Objective: To help students cultivate the habit of being, thinking and relating like a pastoral person in interactions with people during times of caring as an integral part and extension of the ministry of the community of faith.

Specific Objectives: Upon completion of this course you should be able to:

A. **Explain** in writing:

1. An understanding of the historical, biblical, theological and theoretical foundations for pastoral care and counseling.
2. A sound rationale for seeing self-care as foundational to providing pastoral care.
3. A sound rationale for enabling lay involvement in congregational care ministries.
4. A plan for care and counseling from a specific case example.
5. Participate in a team research project and present recommendations for action plans to a pastoral care concern.
6. Critically reflect on pastoral care and counseling issues.
7. Give critical, yet caring, comments on the ideas of class colleagues.

B. **Express** orally in class peer counseling sessions the ability to use basic listening skills and the art of engaging in a pastoral dialogue.

C. **Use** multiple resources for discovering information about caring ministry, especially the World Wide Web.

D. **Present and respond** to challenging material in a highly interactive dialogue with increased perceived ability to raise critical questions and make helpful and insightful responses to the work of others.

IV. Prerequisites for PC 510

Upon admission to the seminary no prerequisites for PC 510 are required. This course is foundational for further classes in pastoral care and counseling.

V. Assignments

A. **Letters to the Professor:**

1. Definition: Letters to the Professor are opportunities for you to expand your knowledge by putting into written form the thoughts, experiences and questions regarding a particular subject. There is an interactive engagement between the person writing the reflection and the professor.
2. Subjects: The letters are to be limited to the subjects directly related to pastoral care and counseling. These subjects include: class presentations; readings in textbooks and research;

personal experiences in providing or receiving care and counseling; personal thoughts and feelings about the pastoral ministry; questions to oneself or to the instructor. The subjects do not include personal journaling, diary writing or blowing off steam.

3. Methodology:

a. Use personal pronouns: Referring to yourself as the writer use I, me or my, in all cases and avoid using you unless it is a direct quote, or it is addressed to the instructor. Claim your own experience instead of legitimizing it through projection onto another person.

b. Avoid words like: must, should, need to, ought to, have to or other moral imperatives that sound “preachy.” This is parental language that demands compliance. Save these words for emergencies.

c. Avoid generalizations or analyzing words and phrases such as: “the truth is,” “in reality,” “all people,” “everyone,” “people say,” “research says” and “you know.” Just tell the story, or ask the questions.

d. Write as specifically as possible. Use the journalistic format of who, what, when, where, and how.

e. Write for your own learning. Avoid trying to impress the professor as the primary goal of writing. Be yourself by writing boldly. Demonstrate the struggle that comes from discovering new information, ideas and concepts. Ask yourself good growth oriented questions rather than asking the professor too many questions. Concerns about your own care and counseling skills are especially important in these letters.

f. Write regularly. The letters to the professor are investments in your education. Give them time, thought and energy throughout the semester.

g. Length of the reflection letters: Two no. 12 font size, double spaced, 8 1/2 x 11 pages about 550-600 words will be written per reflection. The quality of the letter is more important than the number of words.

h. Examples: See folder on reserve: “Dialogical Reflection Examples.”

Due Dates: Reflections are due Sept. 28, Oct. 26, and Nov. 30. No letters will be accepted after November 30, 2001.

Reflection papers over 1 day past the due date will be graded lower for each day overdue.

Grading: Each of the three letters will be graded by the standards established in the methodology given above. Letters will be assigned a numerical grade of 1-5 for each of the three papers with a **maximum** total of 15 points.

Class Credit: 15% of the final grade.

B. Team Research Paper:

1. Definition: A team is a small group of three to four course colleagues mutually committed to researching a pastoral care topic and writing a composite report with specific recommendations for action. Working together with colleagues to achieve a common goal is an important skill in the life of the church. This may demand more of you than doing the job alone. Most academic work is individually produced, on the other hand most work in the church is accomplished through cooperation with others. This course is designed to help you learn how to work with others in cooperative program development through conceptualization, planning, research, writing and execution of a specific pastoral care concern.

2. Methodology: Each team will choose a pastoral care issue not covered in class, but of mutual interest to all members of the team, from the suggested list provided in class for you. The paper will begin with a focal problem or scenario. The first page will give a brief Vignette (short story) that situates the research project in the context of ministry. The last page will give a summary of findings from the research and recommendations for action to meet the needs of the initial pastoral care concern. Teams are required to do an internet search on the topic chosen for research. See the folder on library reserve for proper documentation of internet sources. Each paper will be graded according to the following criteria:

The Opening Vignette -	Is relevant to research topic. Presents a feasible pastoral problem.
The Body of Research -	Flows naturally out of the opening vignette. Is well integrated by the team, as if written by one person. Must use the Internet as a resource (explicitly stated in paper). Is thoroughly addressed by the team with significant theological reflection included. Is written in a well-constructed writing style with minimal errors throughout.
The Closing Vignette -	Makes practical use of the research in responding to the initial problem. Brings closure to the team's paper.

Due Date: Team Research Paper due on Nov. 16th by 5:00pm @ my office SH 409

Team Papers over 1 day past the due date will be graded lower for each day overdue.

Class credit: 20% of the final grade Note: Normally all team members will receive the same grade – however grades may vary according to confidential team evaluation reports.

C. Reading Assignments:

You are required to read a minimum of 1500 pages. There are more than 1500 pages (approx. 2000 pages) in the required reading section of this syllabus. The student may decide which required readings to do, but 1500 pages is the minimum requirement. A collateral reading report card can be obtained at the Asbury bookstore. Keep a careful record of your reading. Add and total the number of pages. You do not need to account for the amount of clock time you read. Turn in the report at the beginning of the final exam period. NOTE: Readings associated with doing the Team Research Paper are not included in required reading.

REQUIRED READINGS:

Books:

Benner, David G. (1992) Strategic Pastoral Counseling: A Short-term Structure Model. Baker Book House: Grand Rapids, MI.

Frederic, Harold. (1960) The Damnation of Theron Ware. Edited by Everett Carter. (Belknap Press: Cambridge, Massachusetts).

Headley, Anthony J. (1999) Achieving Balance in Ministry. Beacon Hill Press: Kansas City, Mo.

Kuenning, Delores. (1987) Helping People Through Grief. Bethany House: Minneapolis, MN.

Nichols, Michael P. (1995) The Lost Art of Listening: How Learning to Listen Can Improve Relationships. Guilford: New York, NY.

Steinbron, Melvin J. (1997) The Lay-Driven Church: How to Empower the People in Your Church to Share the Task of Ministry. Regal: Ventura, CA

Steinke, Peter L. (1993) How Your Church Family Works: Understanding Congregations as Emotional Systems. Alban Institute: New York, NY.

Articles and Handouts:

Benner & Palmer, "Psychotherapy and Christian Faith" (Reserve Article)

Green, "Monism and the Nature of Humans in Scripture" (Reserve Article)

Benner, “The Boundaries of the Soul” (Reserve Article)

Pannenberg, “The Christian Vision of God: The New Discussion on the Trinitarian Doctrine” (Reserve Article)

Rhode, “Dealing with Conflict and Confrontation” (Reserve Article)

Parrott, High-Maintenance Relationships (Chapters, “The Critic”, “The Gossip”, “The Backstabber”) (Reserve Article)

Dinkins & Losoncy, “Grief” (Reserve Article)

“Seasons of Our Grief” (Handout)

Palmer, “Theological Response to the Problem of Suffering and Pain” (Handout)

Switzer, The Minister as Crisis Counselor (Chaps 1-3) (Reserve Book)

Steinbron, “Take This Path: It Leads To A Lay Pastoral Care Ministry” (Handout)

Zwart, Palmer, Strawn, Milliron & Brown, “The Impact of Lay Pastoral Telecare on the Spiritual Well-Being of Church Attenders” (Reserve Article)

“Mentors, Marriage” (Reserve Article)

“Samaria Premartial Covenant Materials” (Reserve Article)

“Boundaries” booklet (Reserve Article)

“Boundaries for Women Clergy” (Reserve Article)

“Sex in the Parish” (Reserve Article)

“Confidentiality Letter” (Reserve Article)

“A Psychiatrist’s View of Transference and Counter-transference in the Pastoral Relationship” (Reserved Article)

Recommended Readings: (All recommended readings will be on Library reserve)

Books on Reserve:

Hands, Donald & Fehr, Wayne. Spiritual Wholeness for Clergy

Hartman, Olov. Holy Masquerade

Mosley, E. E. Priorities in Ministry.

Patton, John. Pastoral Care In Context.

Peterson, Eugene. Working the Angles.

Seamands, David. Healing for Damaged Emotions.

Shawchuck, Norman & Heuser, Roger. Leading the Congregation: Caring for Yourself While Serving the People.

Stone, Howard W. Theological Context for Pastoral Care Giving.

Switzer, David. The Minister as Crisis Counselor.

Wimberly, Edward. Using Scripture in Pastoral Counseling.

Articles on Reserve:

Addictions: Sexual

Addictions: Church Professionals and Work Addiction

Boundaries: "Incest and Clerical Relationships"

Boundaries: Dialogical Reflections

Boundaries: "Conduct Unbecoming a Preacher"

Boundaries: In Professional Relationships

Boundaries: "Good Fences Make Good Pastors"

Boundaries: "Why Adulterous Pastors Should Not Be Restored"

Boundaries: Safety in the Therapy Hour

Boundaries: Sexual Exploitation

Burnout: Clergy Burnout

Clergy Sexual Misconduct: The Prevalence and Contributing Factors of Sexual ...

Law: Counseling

Law: Hiring and Administrative Safeguards

On the Pastoral Obligation to Care for Oneself

Pastoral Counseling: Professional and Ethical Issues

"Saying No"

Stress: Clergy Under Siege

Stress: Pastors under fire: A personal report

Due Date: Reading report is due on Dec. 12th at the beginning of the Final Exam period (1:00-3:00pm)

Required Readings over 1 day past the due date will be graded lower for each day overdue.

Class Credit: 10% of the final grade. 1500 pages required.

VI. Course Procedures.

Class Sessions: The size of a required class necessitates the use of some lecture method of teaching. Where appropriate, interactive class activities, class discussions, film, role-play, and interviews will be utilized to communicate and integrate the subject matter of the course. Reading, writing, peer discussions, research for the team project, and exams will contribute to the learning process.

VII. Evaluation.

A. **General Approach:** Evaluation is a continuous process. It will take place throughout the semester. Please know that comments and grades are not intended as judgments of you as a person, but rather as a benchmark to let you know how well you are doing at a particular time and the end of the course. Students can achieve the best grade by: (1) Completing assignments in a timely fashion; (2) Full participation in class interactions and team projects; (3) Completing assignments consistent with the quality level expected of a graduate student; (4) Demonstrate knowledge and practice of care and counseling skills; (5) Scoring at high levels on the mid-term and final exams. NOTE: An “A” is for exceptional and outstanding work that surpasses course objectives. A “B” is for good work that substantially achieves course objectives. A “C” is for acceptable work that essentially achieves course objectives.

B. **Grading System:** Numerical grades will be assigned to each item involved in the evaluation process. A letter grade based upon the accumulation of numerical points will be sent to the registrar at the end of the semester. No grades will be posted or distributed by the instructor. The following percentages are used for determining the letter grade.

Letters to the Professor:	15% (three reflections)
Team Term Paper:	20%
Required Reading	10%
Class Participation	15%
Exam (mid-term)	20%
Exam (final)	20%

C. Grade ranges.

A = 93+	C+ = 77	D- = 60
A- = 90	C = 74	F = below 60
B+ = 87	C- = 70	

B	=	84	D+	=	67
B-	=	80	D	=	64

D. Incomplete grades. An incomplete will be given only in the case of severe illness or other extreme circumstances. Please be aware that the final decision on receiving permission for an incomplete grade belongs to the Dean of the School of Theology.

E. Course Evaluations: I welcome your observations on how well this course is proceeding. When necessary, we will make mid-course corrections to get as much benefit from the class as possible. If you do not understand something please ask. There will be a formal opportunity for you to confidentially evaluate the course and me at the end of the semester. I value your participation in the improvements to my teaching and the subject matter taught. Please take this request seriously and approach the opportunity prayerfully and honestly.

VIII. Office Hours and Contact Information

Time to talk with the professor about course related matters is available upon request. My office is located in Stanger Hall, Room 409. My telephone # 858-2358. Messages may be left on the voice mail system or with the Pastoral Ministry Administrative Assistant, Ms. Jeanne Glass. My e-mail address is stuart_palmer@asburyseminary.edu. Request for personal counseling should be made with Student Life office. By a decision of the Pastoral Ministries Department students presently enrolled in classes of counseling professors will not be counseled by their professors.

IX. Class Schedule *

<u>Week of Study/Date</u>	<u>Units of Class Sessions and Reading Assignments</u>
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Week One

Sept. 5

Orientation to PC 510 The Servant As Pastoral Care-Giver
VIDEO and Class Discussion
Pastoral Self-Care (Part One)
READ:
Headley, Achieving Balance in Ministry
Frederic, The Damnation of Theron Ware

Sept. 7

Research and Case Study Teams
Pastoral Self-Care (Part Two)

Week Two

Sept. 12	Being & Thinking as a Pastoral Person—Clergy or Laity
Sept. 14	Being & Thinking as a Pastoral Person—Clergy or Laity
Week Three	
Sept 19	Case Study #1 and Team and Class Discussion Bible from Pastoral Care & Counseling Perspective READ: Benner & Palmer, “Psychotherapy and Christian Faith” (Reserve Article)
Sept. 21	Bible from Pastoral Care & Counseling Perspective Personhood and The Doctrine of the Trinity READ: Pannenberg, “The Christian Vision of God: The New Discussion on the Trinitarian Doctrine” (Reserve Article) Green, “Monism and the Nature of Humans in Scripture” (Reserve Article) Benner, “The Boundaries of the Soul” (Reserve Article)
Week Four	
Sept. 26	Personhood and Doctrine of the Trinity Class Discussion and Reflection
Sept. 28	VIDEO and Class Discussion Defining Pastoral Care & Counseling READ: Benner, <u>Strategic Pastoral Counseling</u> (Chaps. 1-3) Nichols, <u>The Lost Art of Listening</u>
Week Five	
Oct. 3	Defining Pastoral Care & Counseling

Engaging in a Healing, Helping Dialogue in Care & Counseling

READ:

Benner, Strategic Pastoral Counseling (Chaps. 4-5)

Oct. 5

Engaging in a Healing, Helping Dialogue in Care & Counseling

VIDEO and Class Discussion

Skill Practice: Listening Through Attending

Skill Practice: Active Listening/Reflection

Week Six

Oct. 10

Pastoral Dialogue Demonstration

Skill Practice: Active Listening/Reflection

Oct. 12

Relating As Pastor in Church Family System

READ:

Steinke, How Your Church Family Works

Rhode, "Dealing With Conflict and

Confrontation"

(Reserve Article)

Parrott, High-Maintenance Relationships (Reserve

Articles, "The Critic", "The Gossip", "The

Backstabber")

Week Seven

Oct. 17

Case Study # 2 and Team and Class Discussion

VIDEO and Class Discussion

Relating as Pastor to Dying, Death and Grief (Part One)

READ:

Dinkins & Losoncy, "Grief" (Reserve Article)

Kuenning, Helping People Through Grief

"Seasons of Our Grief" (Handout)

Oct. 19

MID-TERM EXAM

Week Eight

Oct. 24

	<p>Relating as Pastor to Dying, Death and Grief (Part Two)</p> <p>READ:</p> <p>Palmer, “Theological Response to the Problem of Suffering and Pain” (Handout)</p>
Oct. 26	
	<p>Relating as Pastor with Those Struggling with Depression</p>
Week Nine	
Oct. 31	
	<p>Relating as Pastor with Those Struggling with Crisis</p> <p>READ:</p> <p>Switzer, <u>The Minister As Crisis Counselor</u> (Chaps. 1-3) (Reserve Book)</p>
Nov. 2	
	<p>Skill Practice: Grief Management</p> <p>Skill Practice: Depression and Suicide</p>
Week Ten	
Nov. 7	
	<p>Case Study # 3 and Team and Class Discussion</p> <p>Developing and Implementing a Vision For Lay Involvement in Congregational Care</p> <p>READ:</p> <p>Steinbron, <u>The Lay-Driven Church</u></p>
Nov. 9	
	<p>Developing and Implementing a Vision For Lay Involvement in Congregational Care</p> <p>READ:</p> <p>“Take This Path: It Leads to A Lay Pastoral Care Ministry” (Handout)</p> <p>Zwart, Palmer, Strawn, Milliron & Brown, “The Impact of Lay Pastoral Telecare on the Spiritual Well-Being of Chruch Attenders” (Reserve rticle)</p>
Week Eleven	
Nov. 14	
	<p>Relating As Pastor in Pre-Marital Ministry</p> <p>READ:</p> <p>“Mentors, Marriage” (Reserve Article)</p>

(Reserve	“Samaria Premarital Covenant Materials”
	Article)
Nov. 16	Relating As Pastor in Pre-Marital Ministry Relating As Pastor in Marriage Counseling
Week Twelve	FALL READING WEEK
Week Thirteen	
Nov. 28	Relating As Pastor in Marriage Counseling Skill Practice: Marital Counseling
Nov. 30	Relating As Pastor to Mental Health Professionals Class Discussion
Week Fourteen	
Dec. 5	VIDEO and Class Discussion Relating As Pastor with Appropriate Boundaries READ: “Boundaries” booklet (Reserve Article) “Boundaries for Women Clergy” (Reserve Article) “Sex in the Parish” (Reserve Article) “Confidentiality Letter” (Reserve Article) “A Psychiatrist’s View of Transference and Counter-transference in the Pastoral Relationship” (Reserve Article)
Dec. 7	Relating As Pastor with Appropriate Boundaries Class Discussion
Week Fifteen	
Wednesday Dec. 12	FINAL EXAM (1:00-3:00pm)

*** The instructor reserves the right to change this schedule of class topics and assignments any time during the semester.**